**K-5 ELA Lesson Plan**

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| **Teacher: Dove, Gray, Karper, Shumpert** | | **Grade: 1st** | | | **Date(s)**: August 27—Day 1 |
| **Unit Title: Wanted! A Few Good Friends** | | | **Corresponding Unit Task: Creating A Song** | | |
| **Essential Question(s): Why is it important for good readers, writers, and listeners to remember the important details when retelling a story, poem, or informational text?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student: Social Studies book pages 27 – 36.**  **Books --David Goes to School, by David Shannon**  **Index cards with a different classroom rule written on each one (there should be enough cards that each group of 4 students could have one card.** | | | | **Rules**  **Author**  **Character Traits**  **Citizen**  **law**  **Consequences**  **Fair** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Reading**  **Standards: RL. 1.2; RL.1.10; W.1.1 SL.1.1; L.1.1; RI 1.1**  **I Can Statement(s):I can give reasons why rules are important.**  **I can show why friends work together to care for each other and our classroom.**  **I can work with my friends to make rules for our classroom.**  **Instructional Plan:**  **Using Social Studies book read and discuss pages 27 – 36.**  **Read (aloud) the book David Goes to School by David Shannon.**  **Point out vocabulary words and discuss as you go along. Also see word study.**  **See activator under technology.**  **See writing and speaking and listening.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice  X Independent | **Writing**  **Standards: W. 1.1**  **I Can Statement(s): I can give reasons why rules are important.**  **I can show why friends work together to care for each other and our classroom.**  **I can work with my friends to make rules for our classroom.**  **Instructional Plan: Pass out index cards. Have students write a rule which can be used in the classroom on one side. Illustrate on opposite side. Share cards with class.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Word Study**  **Standards: L.1.1**  **I Can Statement(s): I can give reasons why rules are important.**  **I can show why friends work together to care for each other and our classroom.**  **I can work with my friends to make rules for our classroom.**  **Instructional Plan: Also see reading. Use words in sentences. Check for understanding by giving examples or definitions and having students identify correct word from a word bank.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Speaking & Listening**  **Standards: L. 1.1; SL.1.1**  **I Can Statement(s): I can give reasons why rules are important.**  **I can show why friends work together to care for each other and our classroom.**  **I can work with my friends to make rules for our classroom.**  **Instructional Plan: Read and discuss social studies pages to give students non-fiction background.**  **Continue by reading the book David Goes to School, by David Shannon. After reading the book discuss with the students why David got into trouble at school. What did he do wrong? How could David have made better choices?**  **Pass out index cards. Have students write a rule which can be used in the classroom on one side. Illustrate on opposite side. Share cards with class.**    **OR**  **Break the students into groups of four. Pass out an index card with one of your classroom rules written on it to each group. Have the students work together to create a short skit demonstrating how to follow this particular rule at school.** | | | | |
| **TECHNOLOGY** | **Use You-Tube songs – I’m Gonna Do What’s Right and Rules of the Classroom.**  [**I gotta Feelin'**](https://gaggle.net/main.do#GaggleTube)  [**Rules of the classroom**](https://gaggle.net/main.do#GaggleTube) | | | | |
| **Closing/Summarizing Strategy** | **Ask students: 1. Why is it important for people to follow rules and laws? (response: It is important to follow rules and laws because it helps us to be fair and safe.) 2. What does it mean to be fair? (response: Being fair means acting in a way that is right for all.) 3. What are some consequences of breaking a rule? ( response: If you break a rule. You might miss something fun).** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Explain to students that citizens of the US have certain rights. Citizens also have responsibilities. Have students explain why it is both a right and a responsibility to go to school.** | | **Have students complete a 2 column chart: I am a good citizen when I; I am not a good citizen when I** | | | **See intervention --- use pictures with this activity.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  See index cards with rules to check for understanding. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*